

FUNDING THE UNIVERSITIES
AND THE 1982-84
TRIENNium — WHERE DID
THE MONEY GET TO?

Where Does the Public Dollar Go?
There is a public interest in the way governments
distribute public money to competing public ser-
vices. Any government concern for economies in
the system automatically brings forth a considera-
tion by planners of the effectiveness of each margi-
nal increment of funding into the institution. The
institutions naturally feel that accountability is justi-
fied in the stiff competition for funding and go to
some degree of effort to justify a submission for
funds. However, all of this concern is only for the
direct application of funds as beyond this first
round application of the state dollar a whole chain
of linked industries are sustained, and money,
once into the system, keeps going around, until the
original impact becomes a minimum. The effect is
similar to that of a stone thrown into a pond.
Thus the impact of other rounds of funding should
be mentioned in the case of provision of funds, or

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to justify cutbacks, in the manner of an economic
impact statement. The claim for funding should be,
not where did the money go, but where did it get
to, where did it reach, and who else obtained
benefits from the grant dollar. The measure of the
effectiveness of industries to involve the wider
community should be important in the funding
argument, particularly when job creation schemes
present a further demand on government funds.
The Case for Funding as set out by Planners
Universities are required to make a case to the
Commonwealth Tertiary Education Commission
(CTEC) for funding, teaching and research activity
over a triennial period. A submission is made on
what the universities believe they would like to do,
based on their perception of what they expect to
get in the funding competition. The CTEC evalu-
ates the submission against other demands and
makes recommendations to the government for

funding. Governments send down guidelines for
funding and so specify teaching, research and cap-
ital equipment projects within a CTEC design for
the whole sector. Proposals from the CTEC are
then examined and assessed against other de-
mands for the use of government funds in all other
areas of government provision, including health
and welfare and other services.
The decision making process shows the bias of the
groups of planners involved. CTEC is concerned
for the impact on educational and research struc-
tures and the Federal Government is concerned
for the distribution of funding over the full range of
government services. It can be said that no one in
this system of planning has any concern or exact
knowledge of the interrelated industries that serve
the front of the education industry, and any deci-
sions that are taken are largely ignorant of the true
nature of their impacts on the community.
Educational Facility or Industrial Efficiency
This interaction between governments and CTEC
is published in the reports of CTEC2 and the argu-
ments for the quality of education services from
academics are offset against a government con-
cern for the use of scarce funds. The report for the
1982-1984 triennium showed the differences
between CTEC's recommendations and the
Federal Government's guidelines.
In a climate of declining funding CTEC expressed
concern that funding could be below that base

level beyond which lack of funds would destroy
the public resource that had been built up at
greater previous expense.
The impact of the rate of funding and the scale of
funding needs to be looked at in terms of the type
and location of the institution. Funds that are given
to universities and all tertiary institutions are spent
outside the institution in the community, and so
support service jobs, providing income to other
industry sectors and the other benefits of employ-
ment in the community. And changes in funding
will change the fortunes of those supported service
jobs. A triennium submission to CTEC is thus a
submission for the whole industry. In any submis-
sion the effectiveness of the grant to the institution
is valued, but when universities are viewed as
industrial processes, the economic and social influ-
ences of a grant vary with type and location of
institution. The impact of spending is marked
where the city or town in which the institution is
located is small and the impact of the University of
New England on the city of Armidale is consider-
able compared with that of the metropolitan univer-
sities in Sydney. In times of recession a govern-
ment is inclined to compare the effectiveness of
each dollar invested and the justice of the cutbacks
should be assessed against the ability of the grant
to generate income and employment. One may
ask: do the cuts create a more efficient structure by
eliminating surplus or do the cuts mean a loss of
the previously built up educational facility? And of

TABLE 1.
GRANTS FOR TERTIARY EDUCATION, APPROVED FOR 1981, RECOMMENDED FOR 1982-84 TRIENNium
AND GUIDELINES FOR 1982-84 TRIENNium

Sector/ Category	1981(a)	1982		1983		1984	
		Volume 1	Guide- lines	Volume 1	Guide- lines	Volume 1	Guide- lines
	\$m	\$m	\$m	\$m	\$m	\$m	\$m
UNIVERSITIES AND CAES							
Recurrent	1,566.5	1,583.3(b)	1,588.4	1,587.2(b)	1,558.4	1,586.2(b)	1,588.4
Equipment	62.9	75.4	67.1	81.5	(c)	87.8	(c)
Capital	40.4	56.0	34.8	56.0	(c)	56.0	(c)
Total	1,699.8	1,714.7	1,660.3	1,724.7	(c)	1,730.0	(c)
TAFE							
Recurrent	77.7	84.7	84.6	88.4	(c)	91.7	(c)
Equipment	—	12.3	10.1	12.3	(c)	12.3	(c)
Capital	117.4	117.4	112.1	117.4	(c)	117.4	(c)
Total	195.1	214.4	206.8	218.1	(c)	221.4	(c)
TOTAL							
Recurrent	1,644.6(d)	1,668.4(d)	1,643.45(e)	1,676.0(d)	(c)	1,678.3(d)	(c)
Equipment	62.9	87.7	77.2	93.8	(c)	100.1	(c)
Capital	157.8	173.4	146.9	173.4	(c)	173.4	(c)
Total	1,865.3	1,929.5	1,867.55	1,943.2	(c)	1,951.8	(c)

(a) The figures are expressed on a comparable basis to the grants for the 1982-84 triennium (see paragraph 3.5 for further details).  
(b) Includes provision for research centres of excellence.  
(c) Not applicable.  
(d) Includes \$400,000 for evaluative studies.  
(e) Includes \$450,000 for evaluative studies.

Source: CTEC Report for the 1982-84 Triennium, Canberra, 1981.

TABLE 2
THE TRANSACTIONS TABLE FOR THE CITY OF ARMIDALE 1968

INPUTS	OUTPUTS	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
		Manufacturing	Utilities	Building	Transport	Communications	Commerce	Public Authority	Business Services	Personal Services	University	University Population	Households	Unallocated	Outside
1. Manufacturing		272	10	768	2	0	147	61	238	29	20	93	720		1888
2. Utilities		39	—	50	—	—	141	11	284	71	189	164	—		—
3. Building		0	0	644	17	0	159	3	223	291	3195	104	1772		405
4. Transport		111	—	93	—	—	384	14	156	49	66	50	—		—
5. Communication		35	—	16	—	—	183	22	91	19	71	79	—		—
6. Commerce		400	22	1690	8	0	3100	0	588	997	334	2353	3407		652
7. Public Authority		94	0	30	0	0	59	0	482	413	35	15	11358		0
8. Business Services		24	0	9	4	5	52	0	83	32	9	354	5		1573
9. Personal Services		2	0	7	2	0	14	0	5	1	0	217	321		0
10. University		0	0	0	31	0	0	0	0	0	0	1448	0		8198
11. University Population		0	0	0	0	0	0	0	0	0	4662	0	0		1464
12. Households		858	217	1361	421	504	4185	2061	2549	817	8	82	0		—
13. Unallocated															
14. Outside		2158	—	179	—	—	909	0	3391	615	1875	996	—		—

Units in \$10<sup>3</sup> — Denotes no entry available

course, the losses will be passed on to the future since education and training are components of future industrial development.

**Where Does the Money Go?**

Universities may be considered in various ways: firstly as educational institutions carrying out teaching and research services for the community. This is how CTEC regards them. Lane<sup>3</sup> sees them as models of autonomy and organisational behaviour. Bryant<sup>4</sup> in the University of New England study shows them as models of industrial activity, using goods and services and forming patterns of economic interdependence with the surrounding

community. An explanation of this model can provide an insight to the whole tertiary sector and one may see how a grant paid into a university or college is distributed back into the community.

**The University as an Industrial Process — The University of New England/Armidale Model**

The economic relationship between the University of New England and the City of Armidale was measured in 1971 by the procedure known as Inter-industry or Input Output analysis.<sup>5</sup> This approach was pioneered by Leontief,<sup>6</sup> in his measurements of the U.S. economy in 1936 and has since been applied over a range of applications ranging from

national, regional, city and local area studies in many countries. In Australia tables have been produced nationally by the Commonwealth statistician and at the local level, for Muswellbrook, in New South Wales.<sup>7</sup>

The following tables and diagrams taken from the University of New England Study how the university makes purchases of goods and services in Armidale and outside. The diagrams are to scale and may be considered as indicative of the shape of the whole tertiary sector.

Table 2 lists estimates of all transactions in the city

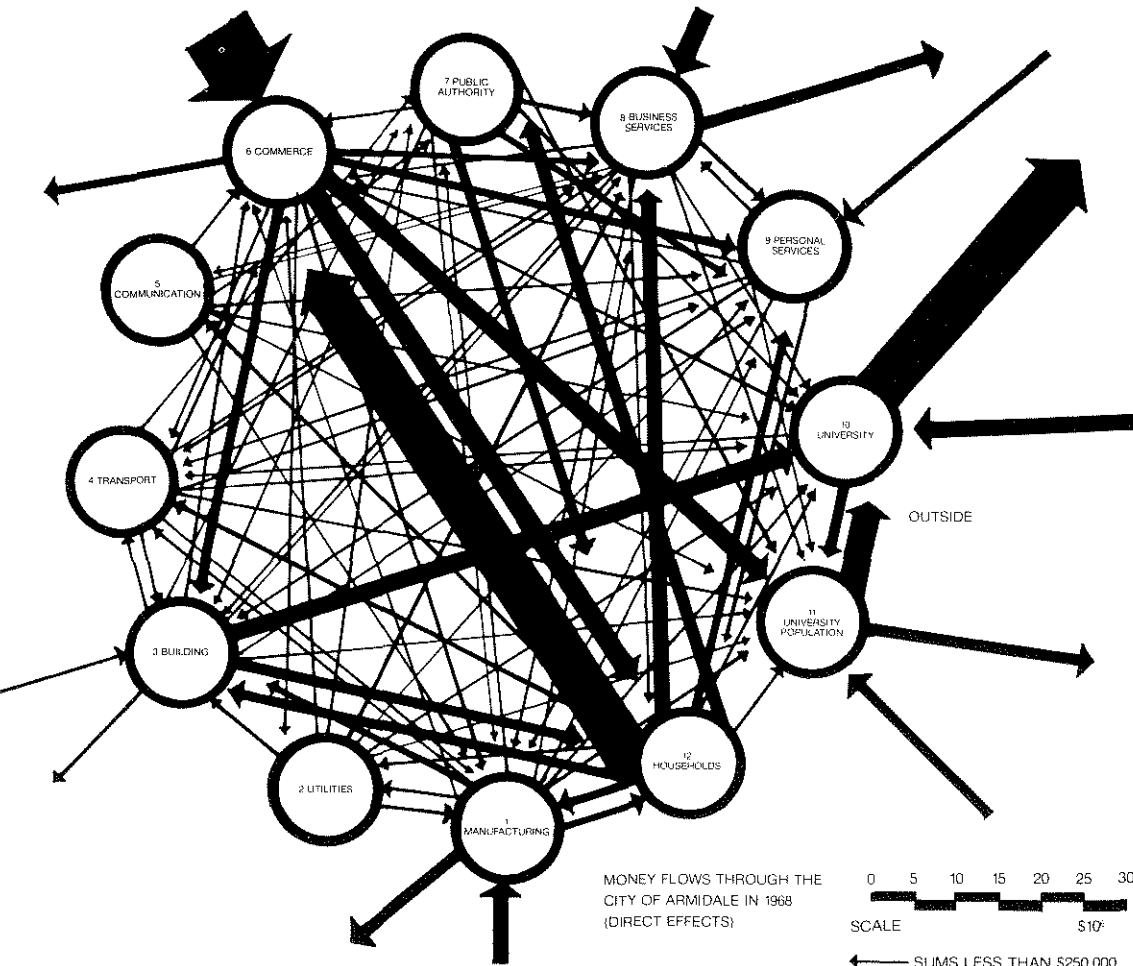
of Armidale for the year 1968 including the university and its population, and these are shown graphically in Figure 1. An explanation of these processes serves to explain the processes of the whole tertiary education sector.

**The Transactions Table for the University of New England and the City of Armidale**

The Transactions Table is assembled in the following way: Outputs from industry sectors are arranged horizontally, these entries being sales and income of the industry sectors. For example on Row 6 against Commerce, the output of Commerce to the university was sales of \$334,000. This

**FIGURE 1**  
**TRANSACTIONS IN ARMIDALE - ALL INDUSTRY GROUPINGS**

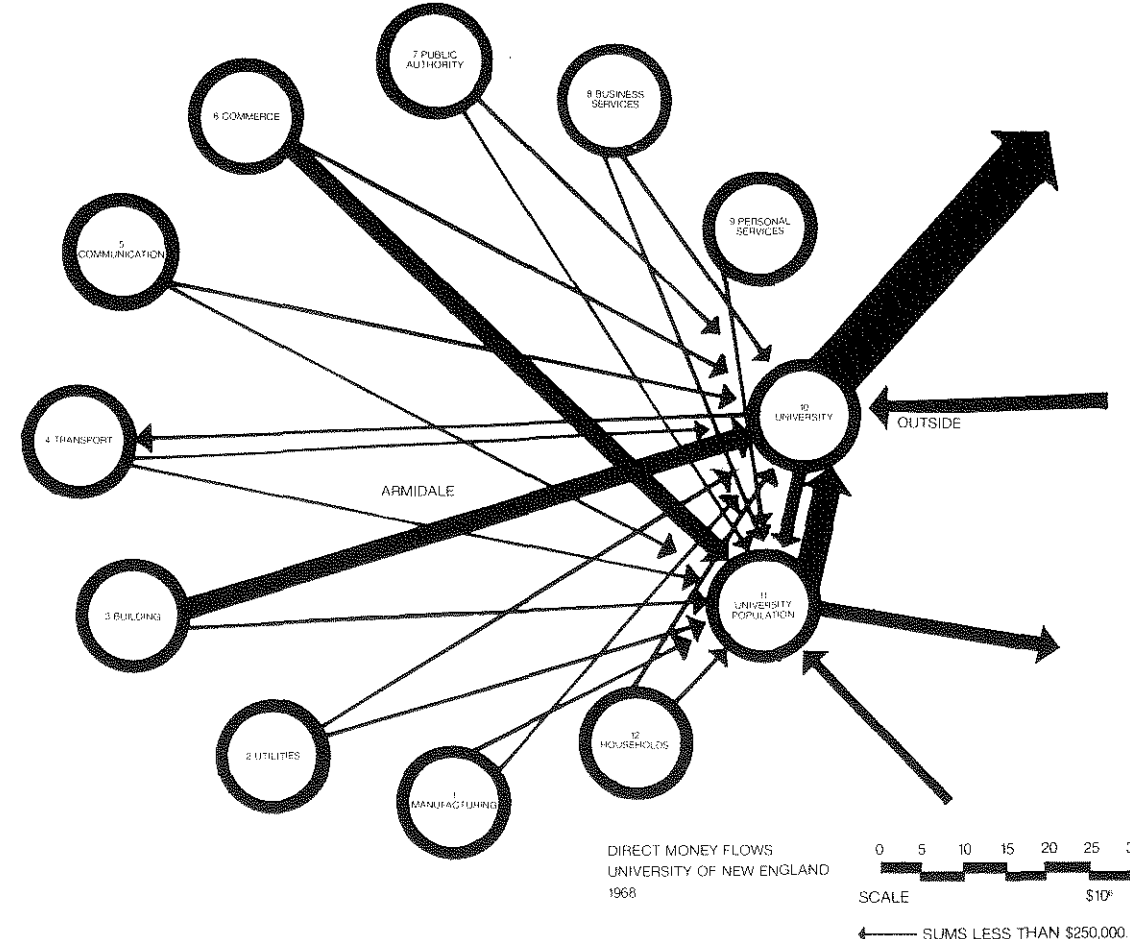
A scale diagram of all transactions for all industry groups including the University of New England and its population in 1968. Products flow in the direction of the arrow, representing the value of goods, money flows against the arrow meeting goods in the form of payments and income.



**FIGURE 2**  
**DIRECT TRANSACTIONS FOR THE UNIVERSITY AND ARMIDALE**

A scale diagram of all transactions between the University and its population and all industry groups inside and outside Armidale.

Products flow in the direction of the arrow, money flows in the opposite direction meeting goods in the form of payments and income.



entry with regard to the University Sector is termed an Input to the university, a purchase by the establishment to include in its educational process. As an input to the university it is read down column 10. Inputs to particular industries are read vertically.

The Transaction Table is graphically expressed in Figure 1, showing flows of goods and services to scale and indicating readily the relative importance of the linkages between sectors.

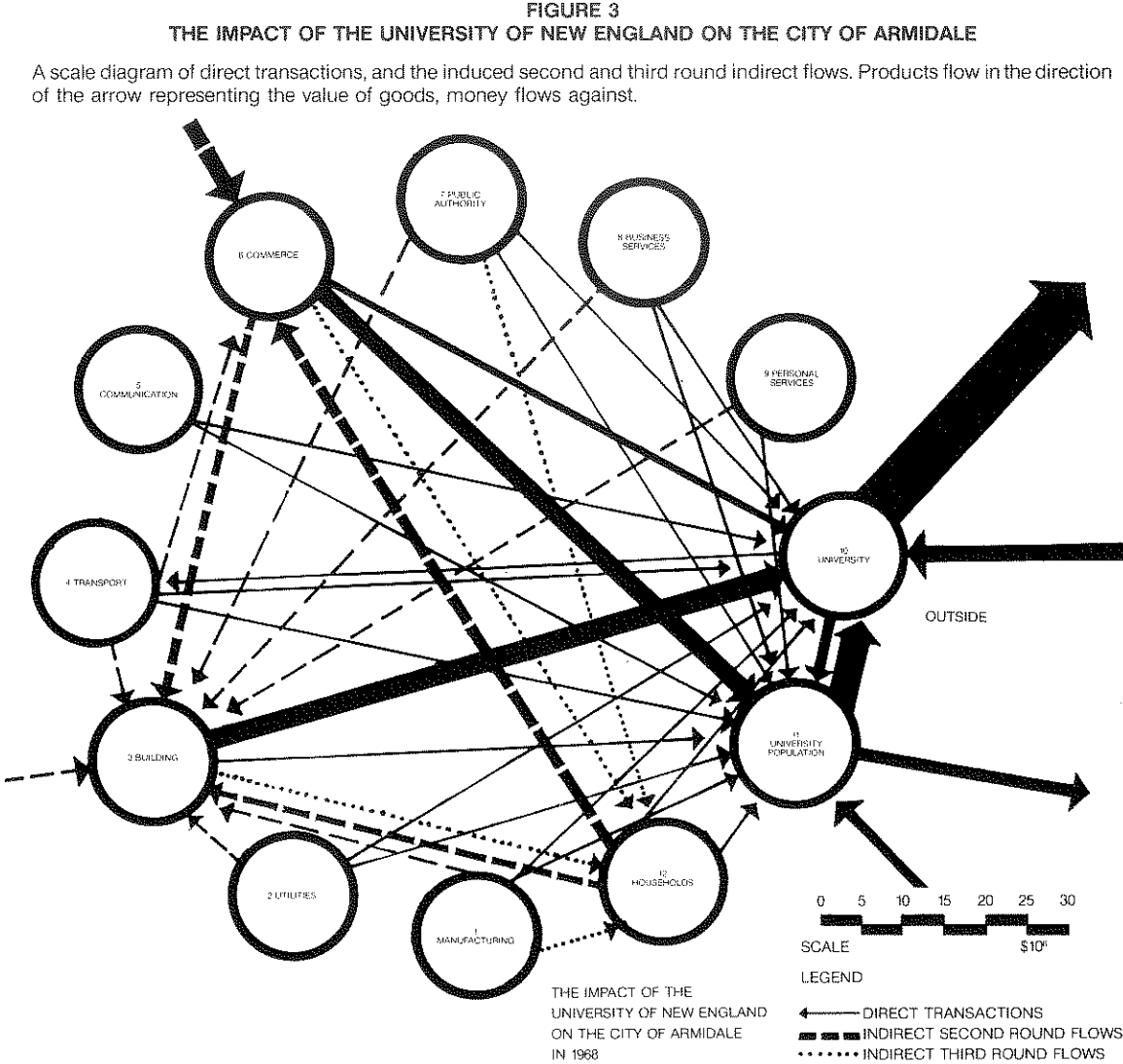
Figure 2 separates both the University and the University Population sectors from the background of city activity. The figure represents the global cost for the University of New England for the year 1968 including all the costs for running the establishment and providing the comparison of income. It can be seen that the cost of building a university is almost as great as the cost of staffing it. Universities are continually changing institutions and have a constant building capital works program, and are unlike other organizations such as business administration and insurance where the costs of enclosing the operation are small compared with the total establishment costs of the organization, when office building, plant equipment, salaries, maintenance and similar charges are taken into account. In the case of universities there is a constant building and equipment charge over the life of the organization and the cost is great compared with the total establishment costs.

It can be seen in Figure 1 that changes in the outputs of Commerce correspondingly change the level of its inputs from other industries, notably Households, Outside and Transport. A similar description can be made for Building, which is the other significant sector in the University process, since universities are continually building.

The amount of the purchases transactions of the Commerce Sector attributable to the university would be proportional to the purchase of its goods by the university and its population. If the University of New England were to change, the increase in purchases made by Commerce to meet this demand would be proportional to the input ratio. Thus the effects of the university on the city, are the total of the direct transactions together with the successive iterations of proportional flows from the other sectors. The influence of the university may be thought of as the way in which it changes the level of purchases in linked industry sectors to accommodate new levels of university output. Figure 3 shows both these direct and indirect effects of the University and the University Population sectors. It is constructed by tracing back flows to sectors and applying ratios of inputs and outputs to reduce flows in subsequent rounds to a minimum. This diagram shows the iterative effect of the direct transactions as impacts move successfully through rounds of transactions in linked sectors to become minimal.

TABLE 3														
THE IMPACT OF THE UNIVERSITY OF NEW ENGLAND ON THE CITY OF ARMIDALE IN 1968														
The table lists the direct transactions and second round and third round indirect effects.														
INPUTS	OUTPUTS													
	1. Manufacturing	2. Utilities	3. Building	4. Transport	5. Communication	6. Commerce	7. Public Authority	8. Business Services	9. Personal Services	10. University	11. University Population	12. Households	13. Unallocated	14. Outside
1. Manufacturing			372			29				20	93	13		
2. Utilities			24			28				189	164			
3. Building			312			32				3196	104	312		
4. Transport			45			77				66	50			
5. Communication			8			37				71	79			
6. Commerce			820			620				334	2353	600		
7. Public Authority			15			12				35	15	440		
8. Business Services			4			10				9	354	0		
9. Personal Services			4			3				0	217	58		
10. University	0	0	0	31	0	0	0	0	0	0	1448	0		8198
11. University Population	0	0	0	0	0	0	0	0	0	4623	0	0		1464
12. Households			660			835				8	82	0		
13. Unallocated														
14. Outside			82			20				1875	996			

flow Units \$10<sup>3</sup>



The process of impacts through successive rounds would be characteristic for the whole industry sector and the relative scales of the flows of goods to sectors would be likely to occur for both country and metropolitan universities and for the whole university industry. A study of this diagram is relevant to any argument concerning losses of income and jobs in the education industry since it shows the process of grants through the institution and the manner in which they affect the community.

This diagram shows how the large purchase from Households is generated by Commerce and involves the Household sector in the university pro-

cess. It shows how additional service jobs are generated and the payment of Salaries to the community. It shows how additional service jobs are generated and the payment of salaries to the community. It shows how significant payments to Households occurred in the payment of sums to the Building sector. This activity so generated in commerce also generated more building and the large payment from Commerce is evident to cover this. The diagram also shows how the university had the greatest income from outside, whilst Commerce had the greatest purchases. And the influence on the city took place through the Building Sector for the University and the Commerce Sec-

tor for the university population. Both these flows are comparable in size and are greater than most other city processes with the exception of the payments from Commerce to Households in the form of wages.

The two sectors Commerce and Households are highly linked to the rest of the city and changes in the level of activity in the university quickly affects other sectors.

Labour Impacts of a University

Table 4 lists all labour inputs associated with the university process for the year 1968 and represents the sum of both direct and indirect inputs. For that year, the University of New England used 36.4% of the total workforce in Armidale and for each full time student enrolled, 1.3 service jobs were sustained. The study shows how marked the impact of a university can be on a small country town and what at first sight would appear to be a service industry, is shown to perform in an export earning way. The impact of a large metropolitan university would not be as marked on say the cities of Melbourne or Sydney and the effects would be obscured by the scale of other central functions. Armidale also provides the opportunity of a distinct boundary to isolate and measure flows of goods and money inside and out, for this, would be obscure in the metropolitan situation. However, the input-output ratios gathered in Armidale at that time represent the whole university industry and could be extrapolated to give some estimate of the total situation for that time.

TABLE 4  
LABOUR INPUTS TO THE UNIVERSITY PROCESS,  
1968

SECTOR	LABOUR INPUTS (MAN YEARS)
1. Manufacturing	9.6
2. Utilities	33
3. Building	296
4. Transport	30.6
5. Communication	50.5
6. Commerce	201
7. Public Authority	2
8. Business Services	152
9. Personal Services	143
10. University	1,059
TOTAL	1,977

Estimates for Present Levels of Activity in the University Industry

The relationship between the universities and the service industries has no doubt changed since 1968 and a current study is required for the whole tertiary sector. The input output ratios developed in the UNE/Armidale study are used here to develop first estimates for the sake of argument about the likely impact of the cuts to education. They provide

an indication of problems that are present outside the institutions. To date this has not been mentioned in literature concerning the funding crisis in tertiary education.

Table 1, taken from the CTEC report for the 1982-84 triennium outlines the difference between the government guidelines and the CTEC recommendations for funding. The CTEC recommendations are probably modest in terms of the economic climate of the earlier part of the triennium, however the difference between the two sets of figures can be regarded as a loss to the whole industry. The figures are used as data and coupled with UNE/Armidale ratios to provide estimates of the impacts of both sides. The UNE/Armidale model provides the pattern and scale of economic interdependence for the whole university industry and the scale of the previous Figures serves for the estimates. The following Tables describe the impacts of the funding levels.

Table 5 is calculated using the ratios and the inputs given in the government guidelines.

Table 6 calculates the impacts generated by CTEC recommendations.

Table 7 is the difference between the two estimates and represents the losses to the industry generated by government cutbacks.

Table 8 provides an estimate of all labour inputs into the whole University industry for 1980 based on the University population levels given in the CTEC report for 1982-84.

Table 9 is an estimate of the jobs lost by the cutbacks of funds indicated in the government guidelines. The estimate here is based on the staffing and funding levels for the universities for 1980 and assume that the input output ratios of the UNE/Armidale study remain unchanged for the present time.

Such losses are notional and serve to indicate the pressure on industry sectors brought about by funding cutbacks.

Time and the elasticity of associated industries would determine the extent of job losses and how quickly they might pick up in a recovery. There would be some delay in reaction between cuts at government level and losses in the industry.

Where Did the Money Get To?

As to where the money went, it certainly did not remain locked up in the institutions as some would think but was spent outside in the community generating jobs and income. This, as well as the internal activity of education, deserves mention in the funding debates.

References

1. The author was a planner at UNE 1968-71.

2. Commonwealth Tertiary Education Commission, *Report for the 1982-84 Triennium*, Canberra, August, 1981.

3. J.E. Lane, 'University Autonomy: A New Analysis', in *Vestes*, 24, 1981.

4. R.J. Bryant, *Structural Aspects of Growth and Change in the City of Armidale and the University of New England*. Thesis for the Degree of Master of Town and Country Planning, University of Sydney, 1971.

5. W.H. Miernyk, *Techniques of Input-output Analysis*, Random House, New York, 1965.

6. See W. Leontief, 'The Structure of the U.S. Economy', in *Scientific American*, Reprint, 212, 4, April 1965, pp. 25-31, and W. Leontief, 'The Structure of Development', in *Scientific American*, Reprint, September 1963.

7. G. McCalden, *The Economic Base of Rural Towns, A Methodological Evaluation*, Thesis submitted for the Degree of Master of Arts in Geography, University of New England, 1969.

TABLE 5 AN ESTIMATE OF THE EFFECT OF THE PREVIOUS GOVERNMENT GUIDELINES													
Money flows in thousands of dollars.													
	OUTPUT	1. Manufacturing	2. Utilities	3. Building	4. Transport	5. Communication	6. Commerce	7. Public Authority	8. Business Services	9. Personal Services	10. University	11. University Population	12. Households
INPUT													13. Unallocated
													14. Outside
1. Manufacturing			75330			5872.5				4050	18833	2633	
2. Utilities			4860			5670				38272.5	33210		
3. Building			63180			6480				647190	21060	63180	
4. Transport			9112.5			13365				13365	10125		
5. Communication			1620			7482.5				14377.5	15998		
6. Commerce			166050			125550				67635	475483	121500	
7. Public Authority			3037.5			2430				7087.5	3038	89100	
8. Business Services			810			2025				1822.5	7169	0	
9. Personal Services			810			607.5				0	43943	11745	
10. University	0	0	0	6277.5	0	0	0	0	0	0	293220	0	1660095
11. University Population	0	0	0	0	0	0	0	0	0	936157.5	0	0	296560
12. Households			133650			169087.5				1620	16605	0	
13. Unallocated													
14. Outside			16605			4050				379688	201690		

TABLE 6 AN ESTIMATE OF THE IMPACT OF THE CTEC RECOMMENDATIONS FOR 1982													
Money flows in thousands of dollars.													
	OUTPUT	1. Manufacturing	2. Utilities	3. Building	4. Transport	5. Communication	6. Commerce	7. Public Authority	8. Business Services	9. Personal Services	10. University	11. University Population	12. Households
INPUT													13. Unallocated
													14. Outside
1. Manufacturing			77748			6061				4180	19437	2717	
2. Utilities			5016			5852				39501	34276		
3. Building			65208			6688				667964	21736	65208	
4. Transport			9405			16093				13794	10450		
5. Communication			1672			7733				14839	16511		
6. Commerce			171380			129580				69806	491777	125400	
7. Public Authority			3135			2508				7315	3135	91960	
8. Business Services			836			2090				1881	73996	0	
9. Personal Services			836			627				0	45353	12122	
10. University	0	0	0	6479	0	0	0	0	0	0	302632	0	1713382
11. University Population	0	0	0	0	0	0	0	0	0	966207	0	0	305976
12. Households			137940			174515				1672	17138	0	
13. Unallocated													
14. Outside			17138			4180				391875	208164		

TABLE 7															
AN ESTIMATE OF THE IMPACT OF THE CUT BACKS FOR 1982															
Money flows in thousands of dollars.															
INPUTS	OUTPUTS	1. Manufacturing	2. Utilities	3. Building	4. Transport	5. Communication	6. Commerce	7. Public Authority	8. Business Services	9. Personal Services	10. University	11. University Population	12. Households	13. Unallocated	14. Outside
1. Manufacturing			2455.2				192				132	614	86		
2. Utilities			158.4				185				1248	1082	—		
3. Building			2059				211				21094	686	2060		
4. Transport			297				508				436	330	—		
5. Communication			52.8				244				496	528	—		
6. Commerce			5412				4092				2204	15530	3960		
7. Public Authority			99				80				231	100	2904		
8. Business Services			26				66				60	2336	0		
9. Personal Services			26				20				0	1432	383		
10. University	0	0	0		205	0	0	0	0	0	0	9557	0		54107
11. University Population	0	0	0		0	0	0	0	0	0	30512	0	0		9662
12. Households			4356				5511				60	514	0		
13. Unallocated															
14. Outside			514				132				1238	6574	—		

TABLE 8	
AN ESTIMATE OF LABOUR INPUTS INTO THE UNIVERSITY INDUSTRY FOR 1980	
SECTOR	LABOUR INPUTS (MAN YEARS)
1. Manufacturing	106
2. Utilities	368
3. Building	3,294
4. Transport	340
5. Communication	562
6. Commerce	2,237
7. Public Authority	23
8. Business Services	1,690
9. Personal Services	1,591
10. Universities	11,782*
TOTAL	21,933

TABLE 9	
LABOUR INPUTS LOST IN THE CUTBACKS TO THE UNIVERSITY INDUSTRY FOR THE YEAR 1982	
SECTOR	LABOUR INPUTS (MAN YEARS)
1. Manufacturing	5
2. Utilities	17
3. Building	152
4. Transport	16
5. Communication	26
6. Commerce	103
7. Public Authority	1
8. Business Services	78
9. Personal Services	74
10. Universities	1,017
TOTAL	1,489

\*CTEC Report for 1982-84  
Vol. 2, Part 2 Advice of Councils August 1981.

## THE UNIVERSITY OF THE SOUTH PACIFIC: CONTEXT, PURPOSE & PROSPECT

For the last four hundred years, Europeans took their cultures, their languages and themselves to the farthest reaches of the planet, in the most extensive cultural and demographic diaspora in human history. Now that societies around the world are slowly emerging from their colonial cocoon, old, implanted institutions, developed in Europe for European needs, are being challenged to come to terms with new conditions and rising expectations in the Third World.

Along with the separate armed forces, the national airline, and overseas delegations, the newly independent states have founded educational establishments to prepare their populations to cope with the information and other revolutions that are currently transforming societies everywhere. Primary and secondary education are artefacts of the colonial era, while higher education is largely a post-World War II phenomenon. This increase in post-secondary education has been world-wide, shared by countries both rich and poor. Most of the world's six thousand post-secondary institutions are of recent origin.<sup>1</sup> Of these, some 743 are universities,<sup>2</sup> with nearly half being in the Commonwealth alone.<sup>3</sup> By member institutions, the majority (82) are in Asia, with smaller numbers in Europe (55), Canada and the Caribbean (45), Africa (30), and Australasia and the Pacific (29).<sup>4</sup>

The insular South Pacific, with its fifteen states and territories (see Table 2 and Figure One) is as divided today as it was one hundred years ago, though discernable blocks related to first and second world powers have certain similarities, particularly in terms of the post-secondary establishments that serve them.

Roughly speaking, American dominated Micronesia (and Samoa) has the University of Guam, Australian oriented western Melanesia has the University of Papua New Guinea (UPNG), but the French speaking islands have only technical colleges, the university sector being located in metropolitan France itself. The countries of central and western Polynesia, and eastern Melanesia, heavily influenced by New Zealand, even in primary and secondary school curricula and examinations, rely on the University of the South Pacific (USP) to serve as the modern training centre for their various national elites.

This article focuses on the University of the South Pacific (USP), located in Fiji just outside Suva, a Third World University with just over a decade of life and, along with the University of the West Indies in the Caribbean, one of the few multi-national institutions of its kind. Before going on to

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present some features of USP, I provide the Pacific context for its development and current operation. In my discussion below, I do not propose to attempt for USP what Howie-Willis and Meek do for UPNG.<sup>5</sup> Rather, I sketch in outline the main known features of the story, especially as they relate to current operations. My closing remarks regarding questions of academic freedom and institutional purpose are intended as an appraisal of the operation of USP, based upon my personal association with it.<sup>6</sup>

### Pacific Post-Secondary Institutions

The most comprehensive listing of post-secondary and vocational training for the Pacific was produced in loose-leaf form in 1978, as a joint project of the South Pacific Commission and the International Labour Office.<sup>7</sup> Using the International Standard Classification of Occupations (ISCO), the Directory lists details of 900 programmes, from University courses to short-term, in-service exercises, given in government departments. The courses offered by the universities, colleges, institutes, schools, and centres cover a broad range from Agriculture to Zoology. Most of the 139 institutions tend each to have an area of concentration, with the exception of the 7 multi-purpose establishments.<sup>8</sup> As multi-purpose, I would list the following:

American Samoa Community College  
Atenisi Institute  
Community College of Micronesia  
Papua New Guinea University of Technology  
University of Guam  
University of Papua New Guinea  
University of the South Pacific

Excluding those seven, the remaining 132 government and privately run institutions in the French and English speaking parts of the Pacific tend to concentrate in the following areas:

TABLE 1: Classification of post-secondary institutions in the South Pacific	
Type of Training	Number
Trades	44
Health Workers	29
Agricultural & Fisheries	19
Teacher	16
Clerical	13
Religious	11
TOTAL	132

Table 2 shows the number of such institutions in each country or territory, the population most directly served, and the ratio of population to post-secondary institutions.